Changing Directions: The 2005-10 Master Plan for Higher Education in Tennessee

Presented to the Master Planning Taskforce

May 25, 2004

Statutory Charge - TCA 49-7-202

- The Commission has worked diligently to fulfill its master planning responsibilities through six iterations of master plans. Historically, these plans have been framed around the goals of increasing access to post-secondary education, maintaining and promoting programmatic quality, and fostering institutional advancement.
- The Master Planning cycle follows a five-year timeframe, with the most recent iteration spanning 2000-05.
- The 2000-05 Master Plan was augmented by the *Plan of Action*. The Plan provided a tempered response to the educational and fiscal challenges facing higher education in Tennessee. The Plan balanced the traditional access goals of higher education with the realization that access may need to be provided through different points of entry. The *Plan of Action* encouraged colleges and universities to re-examine their panoply of programs and services, identifying areas of strategic excellence, and targeting programmatic reductions so that funds can be re-directed towards these strategic areas.

Changing Directions - WICHE

- One of the central objectives of Tennessee's participation in the *Changing Direction* initiative is to couple master planning and finance policy into an integrated and coherent framework that works to promote the goals of a public agenda for higher education.
- Concurrently, Tennessee aims to create a broader understanding of the need to fund need-based aid during an era of rising tuition costs.
- The goal of this integrated planning initiative is to develop a public agenda that examines how higher education can serve the needs of the state, rather than the traditional focus of such initiatives on institution building.

Changing Directions: Creating a Public Agenda for Higher Education

- Policymakers need to evaluate their state canvas of educational, economic, and demographic conditions.
- Tennessee must use this analysis to frame the development of a broad-based plan centered on improving the quality of life for all citizens.
- Tennessee should re-examine the mission of higher education asking …

  How can higher education serve the broad needs of the state, rather than how can the state serve higher education?

- The creation of a Public Agenda for higher education will provide a center of consensus for statewide and regional planning/policy initiatives.

Measuring Up 2002: A Systems Approach to Higher Education

- **Preparation:** measures how well K-12 systems prepare students for college-level education and training.
- **Participation:** addresses the opportunity for state residents to enroll in higher education.
- **Affordability:** measures whether students and families can afford higher education, given current economic circumstances and levels of financial aid.
- **Completion:** addresses whether students continue through their educational program to earn degrees.
- **Benefits:** this category includes the economic and societal benefits that states receive as a result of having a well-educated workforce.

Tennessee's Performance in 2002

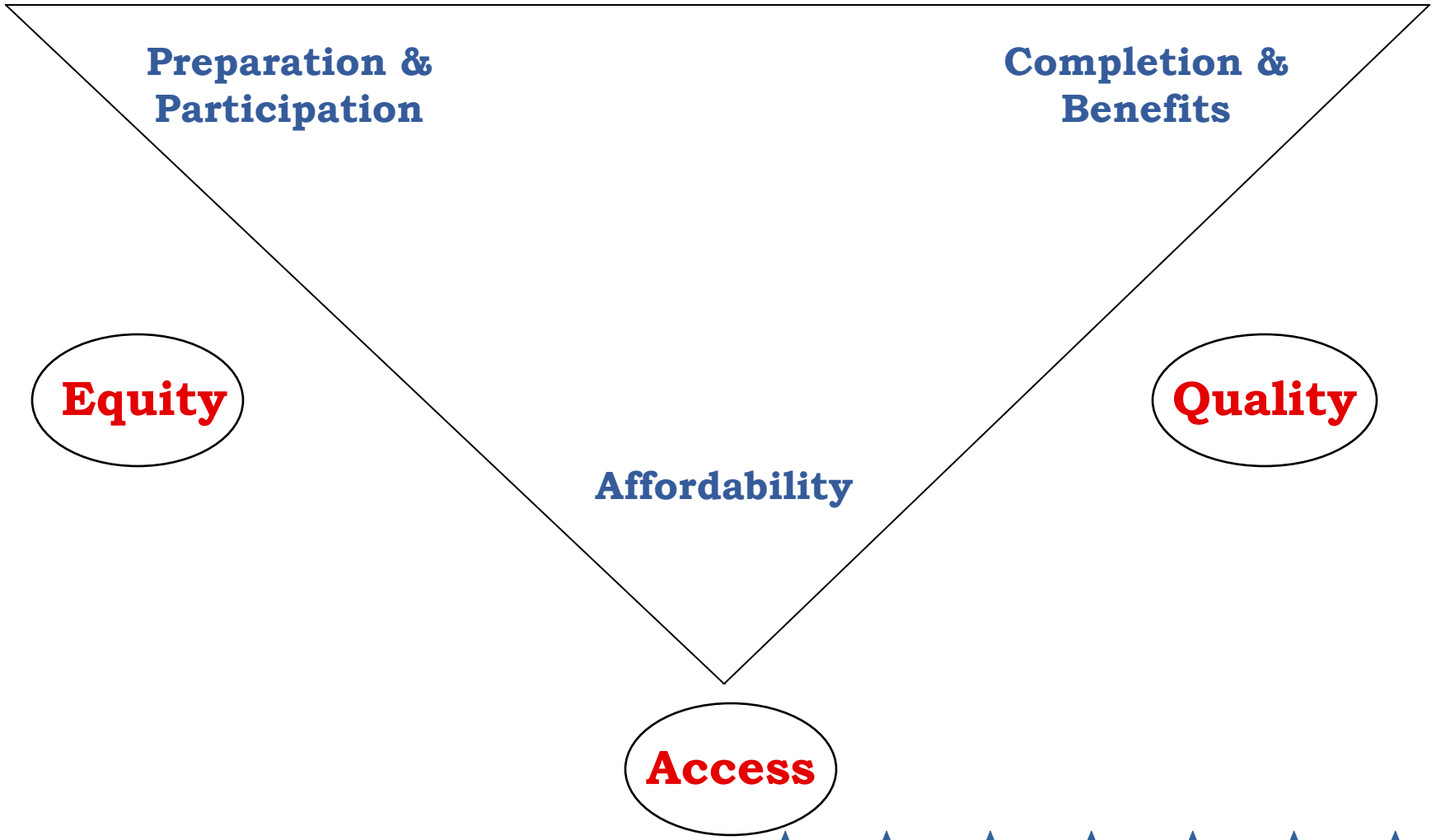
Measuring Up 2002 - Tennessee

Category	2000	2002
I. PREPARATION:	C-	D-
II. PARTICIPATION:	D-	D+
III. AFFORDABILITY:	C	D-
IV. COMPLETION:	C	C+
V. BENEFITS:	D+	D+

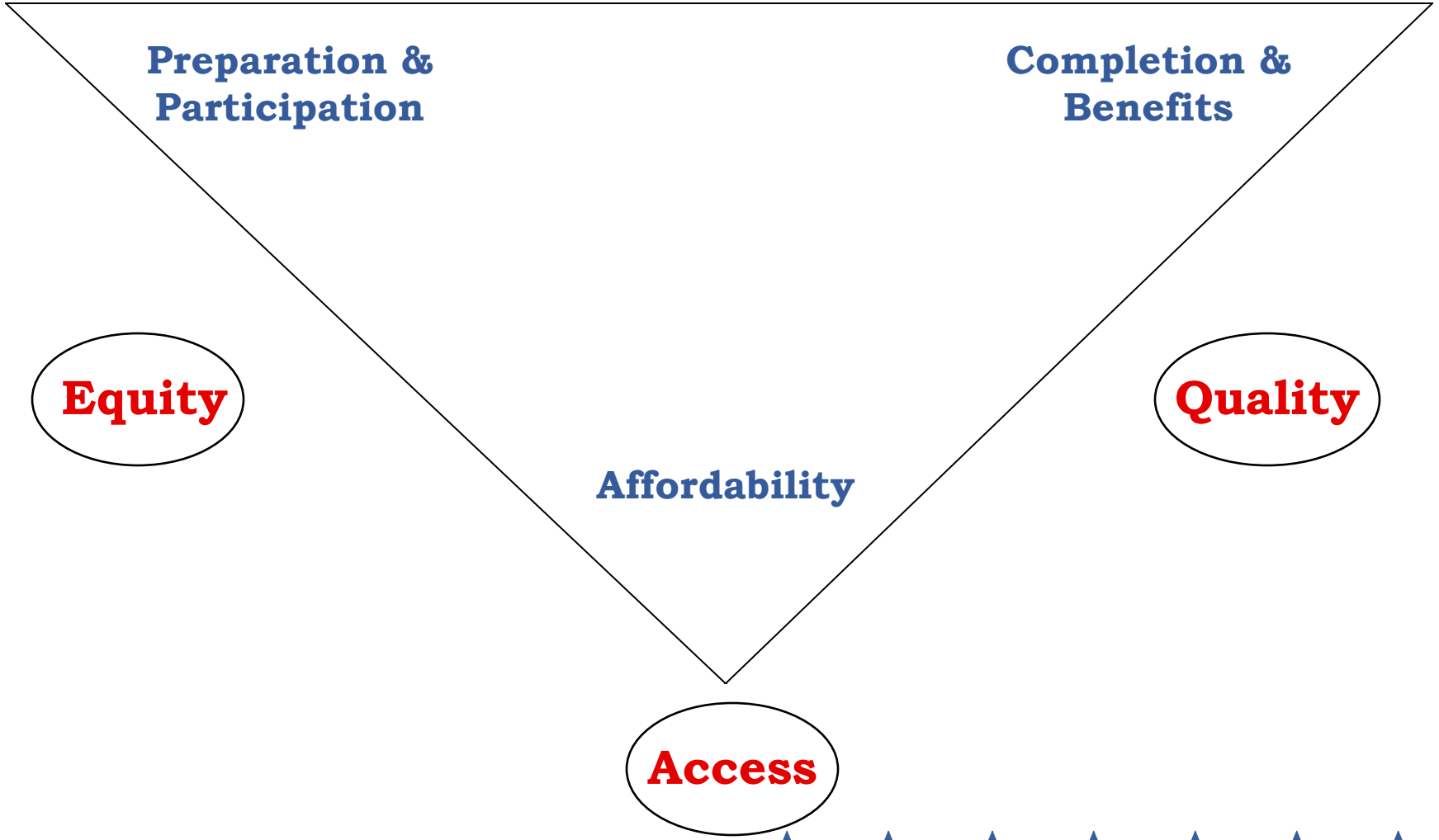
The Significance of *Measuring Up 2002* From a Systems Perspective

- The report provides policymakers with an objective set of information to assess the relative health of their systems of higher education.
- Policymakers must examine educational issues from a macro, rather than micro level. Disproportionate attention has historically been given to institutional rather than state-wide needs/issues.
- The era of institution building has come to an end and a new set of policy questions must be developed. The central concern for states should be whether their residents are able to participate in the a system of education that provides opportunities to obtain the benefits that accrue to those with higher learning.

Changing Directions: A Systems Approach to Higher Education



Changing Directions: A Systems Approach to Higher Education



Participation: Enrollment of Recent High School Graduates

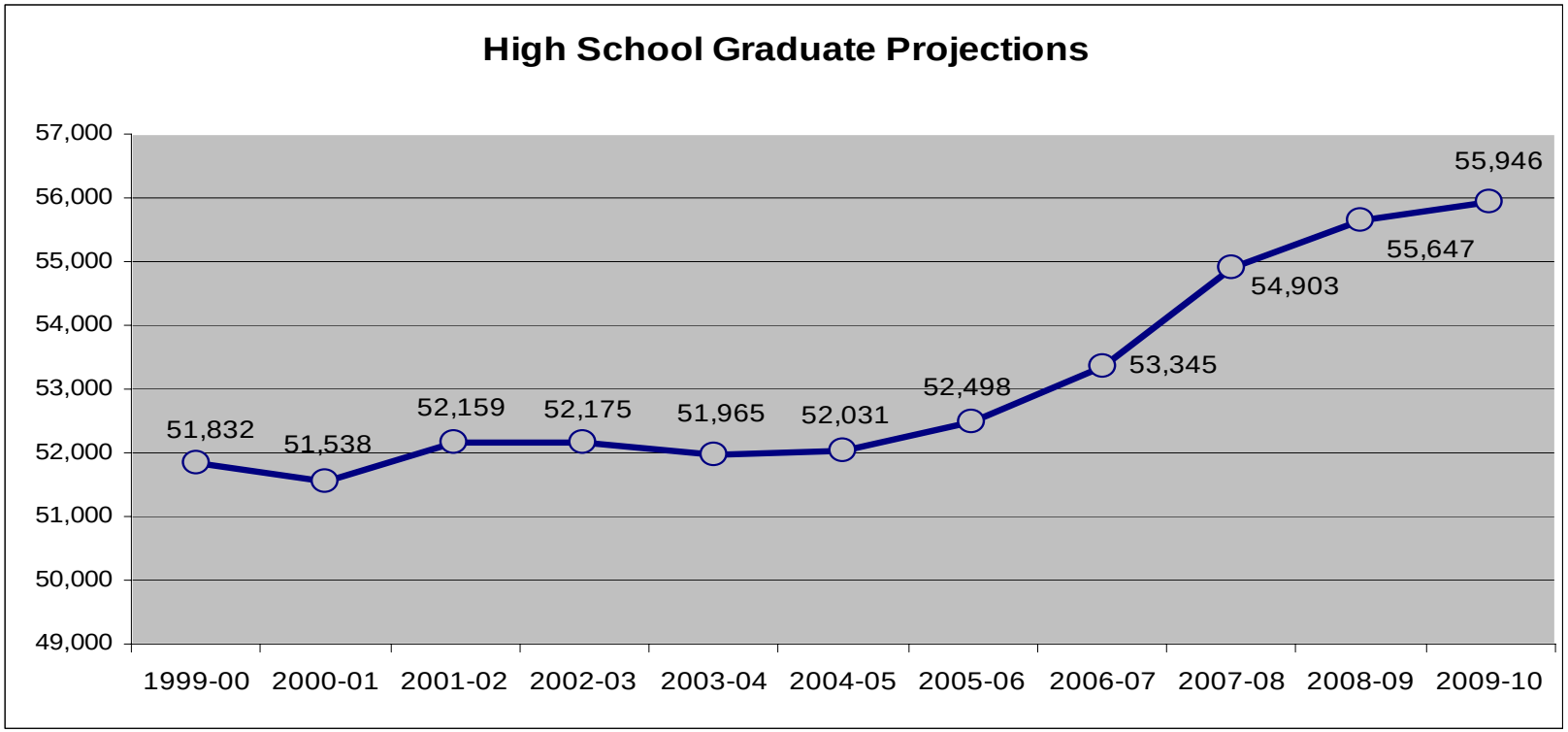
	Average Estimated Percent of Recent High School Graduates in College
United States	58
SREB states	55
Alabama	59
Arkansas	53
Delaware	62
Florida	52
Georgia	58
Kentucky	56
Louisiana	59
Maryland	57
Mississippi	63
North Carolina	61
Oklahoma	49
South Carolina	62
Tennessee	58
Texas	52
Virginia	54
West Virginia	52

- If Tennessee were to increase participation rates to the average of the top performing SREB states, we would expect to see an increase of 3,080 first time freshman entering higher education.

- Placing this number into a useable context, this is equivalent to the entire entering in-state freshmen class at the University of Tennessee, Knoxville.

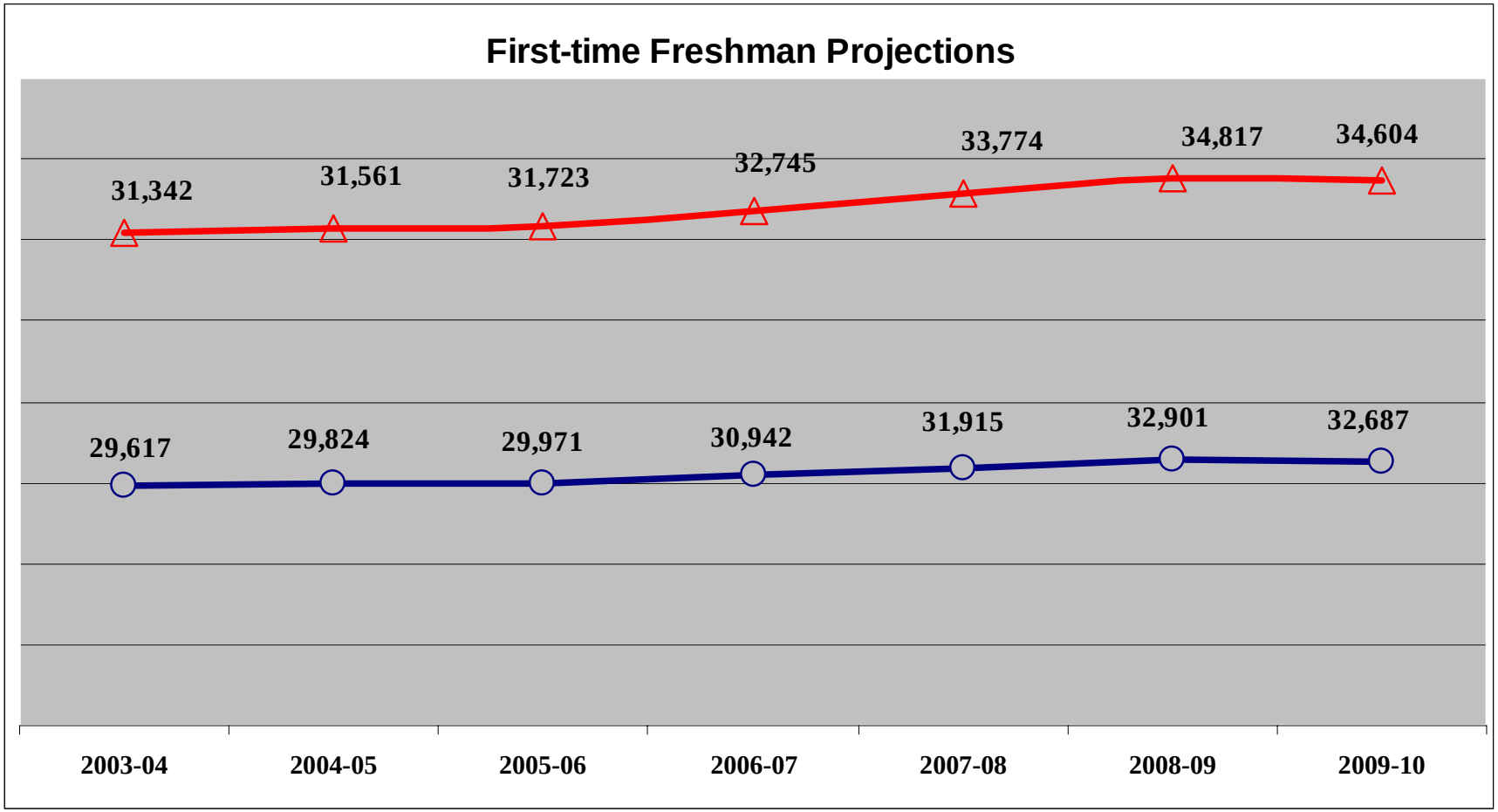
SREB Factbook 2002-03

Participation: High School Graduate Projections: 2000 - 2010



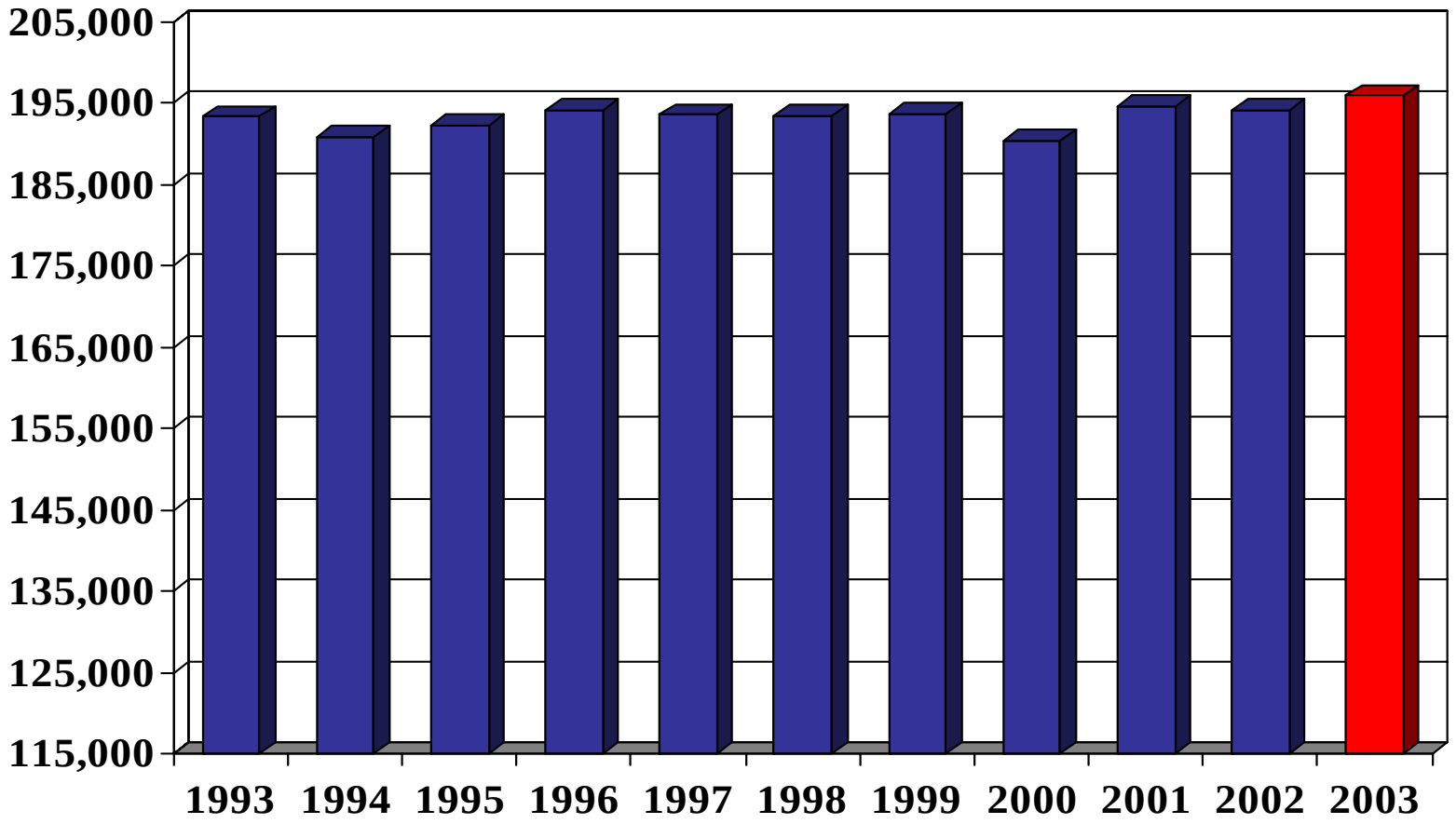
According to SREB, the number of graduates produced by public and private high schools in Tennessee will increase by 4,114 students from 2000 to 2010. Assuming that factors remain constant, this will yield @ 2,300 additional first-time freshman, which is comparable to the combined freshman classes at East Tennessee State University and Tennessee Technological University.

Participation: The Tennessee HOPE Scholarship Program



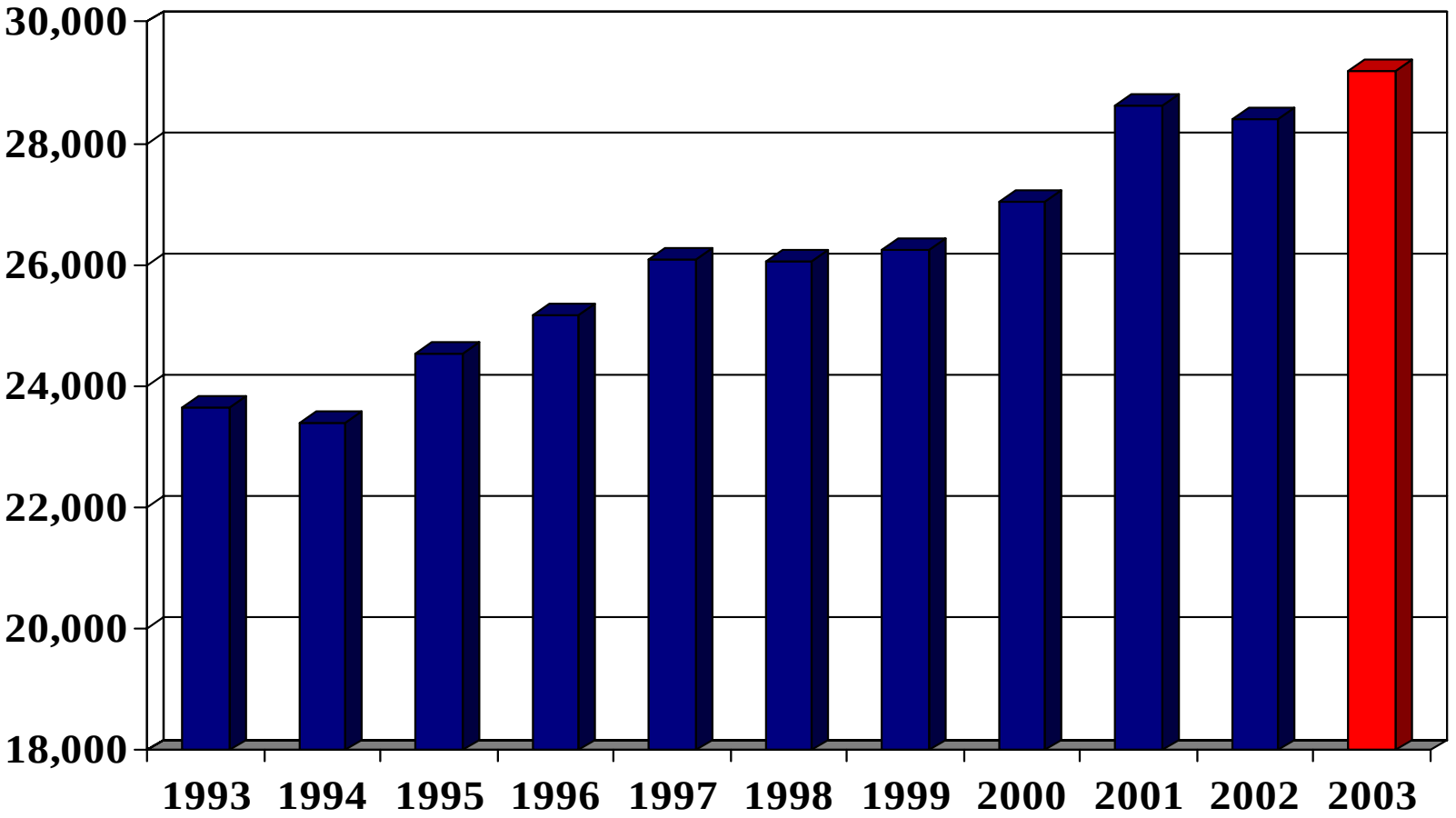
The Lottery Scholarship program will yield a nine percent increase in first-time freshman attending post-secondary education in Tennessee.

Participation: Total Headcount Enrollment



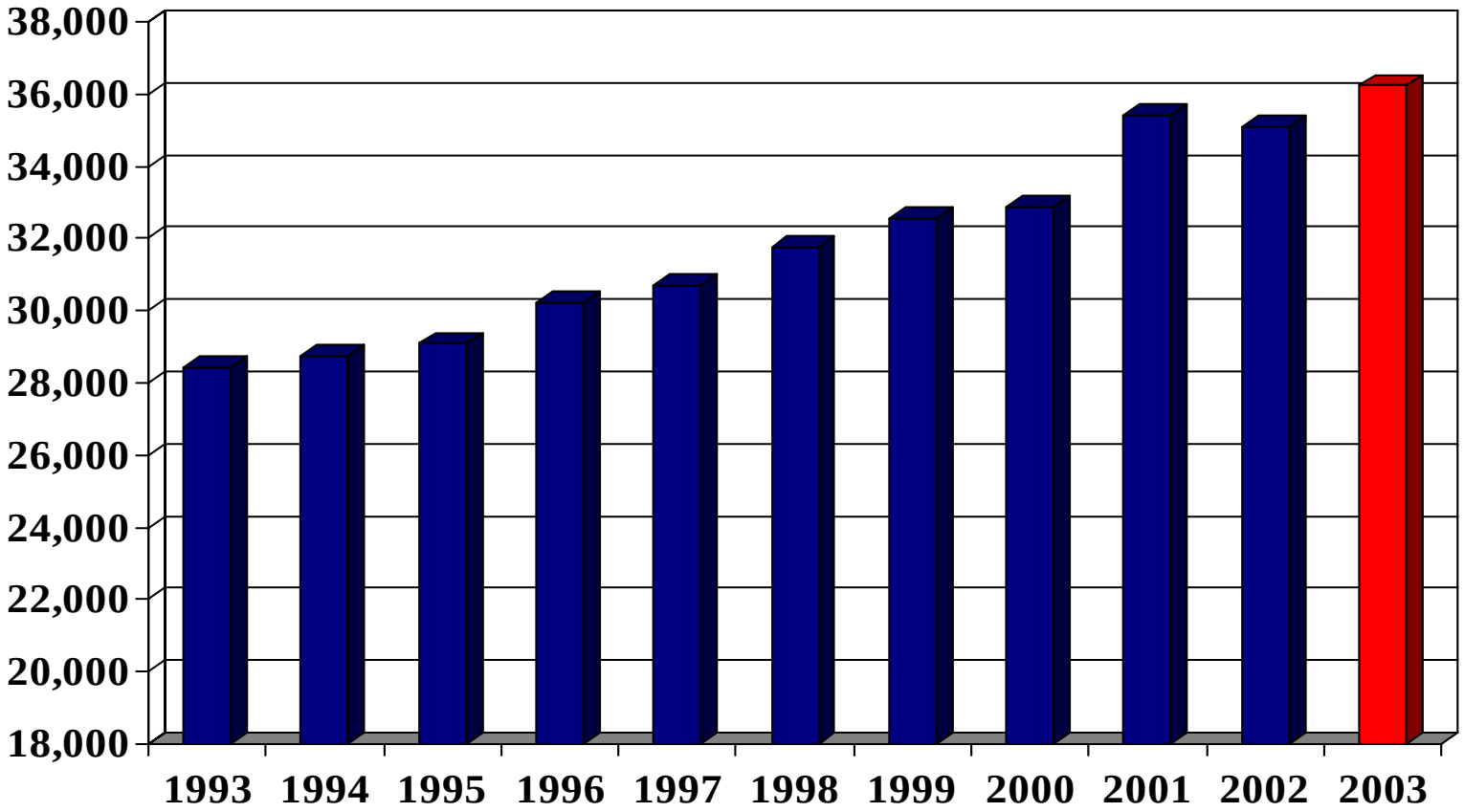
Total headcount enrollment: 195, 881
Headcount increased 0.9% over fall 2002, 1.3% over fall 1998, and 1.3% over fall 1993.

Participation: First-time Freshmen Enrollment



Total FTF headcount: 29,204
FTF headcount increased 2.8% over fall 2002, 9.2% over fall 1998, and 18.0% over fall 1993.

Participation: Increasing Diversity

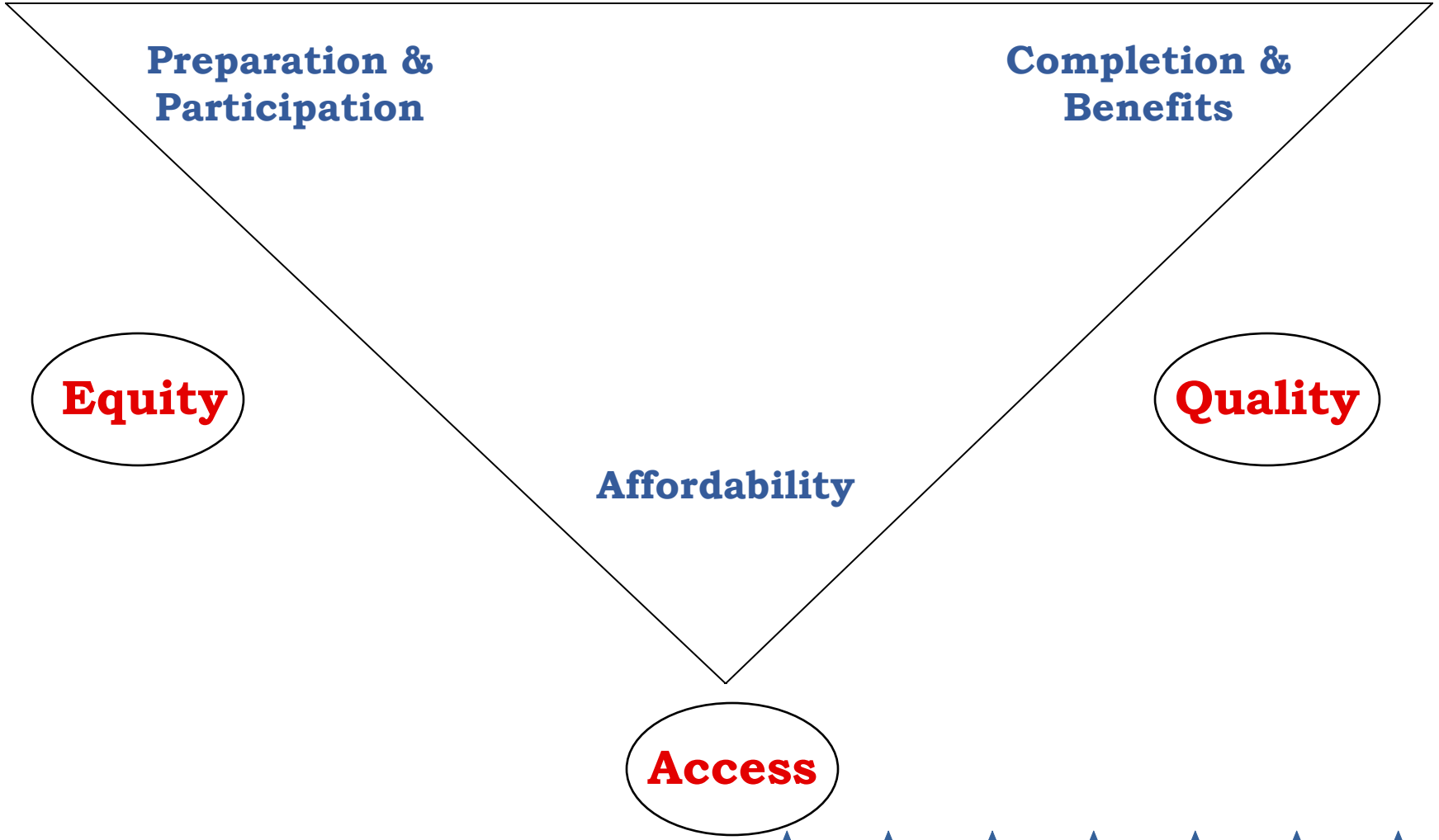


Total African American headcount: 36,226
African American headcount has increased 14.2% over fall 1998, and 27.4% over fall 1993. Overall, African Americans comprise 18.5% of the state's overall headcount enrollment in 2002, compared to 14% in 1991.

Preparation: ACT Performance

	ACT				SAT				Ranking
	1992		2002		1992		2002		2002
	Percent Tested	Average Score	Percent Tested	Average Score	Percent Tested	Average Score	Percent Tested	Average Score	
Nation	34%	20.6	39%	20.8	42%	1001	46%	1020	
AL	59%	19.8	75%	20.1	8%	1090	10%	1119	43
AR	63%	20.0	75%	20.2	6%	1085	6%	1116	42
DE	3%	21.9	2%	21.3	68%	1000	71%	1002	27
FL	32%	20.7	40%	20.4	47%	987	59%	995	36
GA	15%	20.4	22%	19.8	64%	948	70%	980	39
KY	63%	20.0	71%	20.0	11%	1083	11%	1102	46
LA	74%	19.4	78%	19.6	10%	1087	8%	1120	49
MD	5%	20.2	11%	20.4	62%	1008	67%	1020	11
MS	70%	18.8	86%	18.6	4%	1097	4%	1106	50
NC	5%	19.5	13%	19.9	57%	961	67%	998	33
OK	64%	20.0	71%	20.5	9%	1102	8%	1127	40
SC	5%	19.1	35%	19.2	64%	938	66%	981	38
TN	62%	20.2	95%	20.0	12%	1107	16%	1117	47
TX	31%	19.9	30%	20.1	47%	980	51%	991	37
VA	4%	21.2	11%	20.6	66%	995	68%	1016	15
WV	56%	19.8	64%	20.3	18%	1027	19%	1040	41

Changing Directions: A Systems Approach to Higher Education



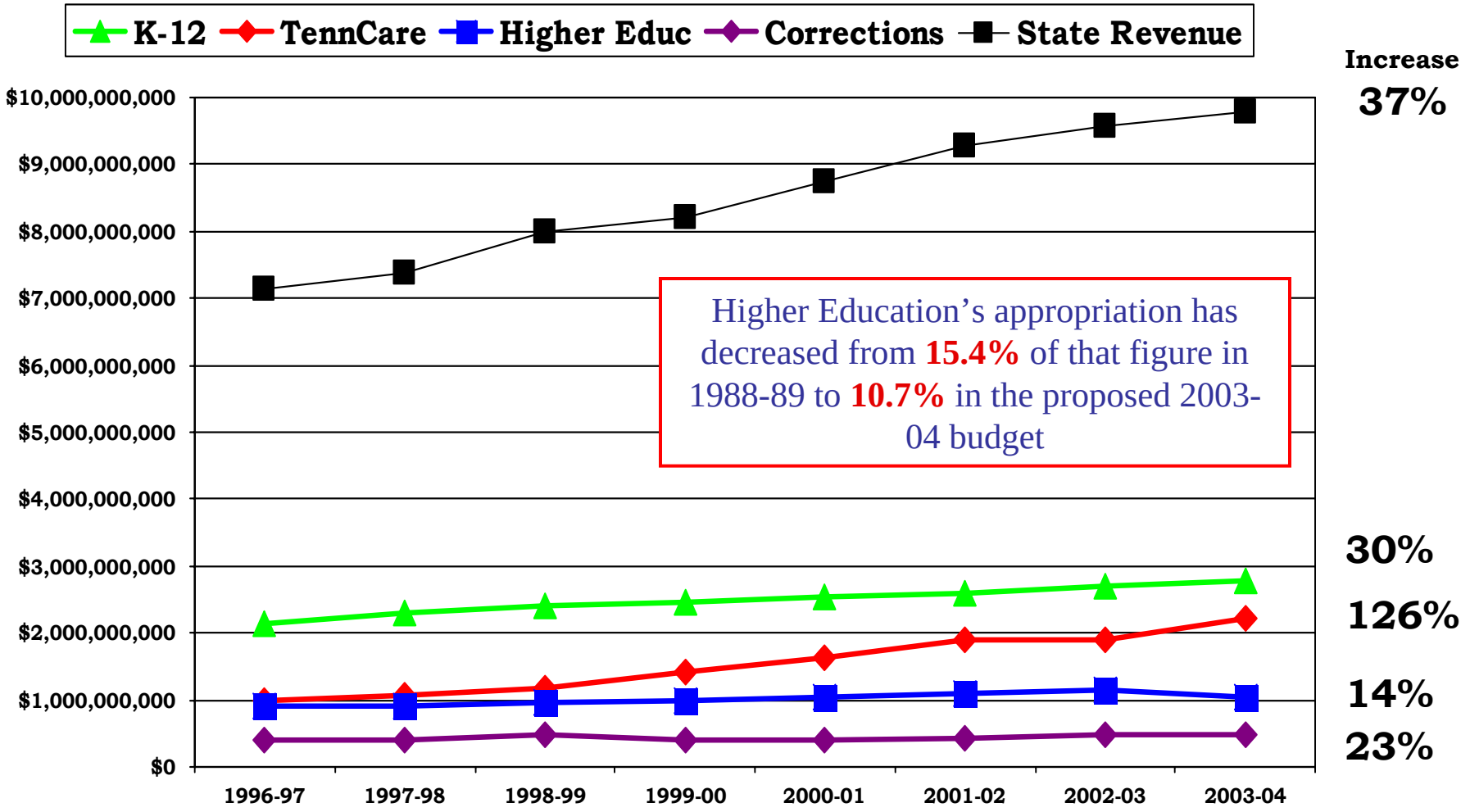
State and Local Surplus as a % of Revenues (Boyd 2002)

Delaware	-0.2
Maryland	-0.5
Oklahoma	-1.3
West Virginia	-2.9
Virginia	-3.0
Georgia	-3.2
Kentucky	-3.4
Arkansas	-3.5
North Carolina	-5.6
Texas	-5.7
Florida	-5.7
South Carolina	-8.6
Mississippi	-8.6
Louisiana	-8.8
Alabama	-9.2
Tennessee	-9.7
U.S. Avg.	-3.4

- Most states will face continuing difficulty financing current services with existing revenue structures, and will not have resources for real increases in spending.
- A total of 44 states face gaps under these assumptions, with 12 states facing gaps of 5 percent or more of revenue.
- While these gaps are smaller than the current crisis-induced gaps in many state budgets that have resulted from swift sharp shifts in the economy and financial markets, they suggest that even after this crisis states and local governments will face continuing stress.

State Appropriations for Higher Education

State Funds Appropriated to the Four Major Areas



Source: THEC, State Budget Document and Legislative Budget Analysis

Revenue Adequacy: *State Appropriations History*

Appropriations of State Tax Funds for Operating Expenses of Higher Education for Fiscal Years 1996-97 through 2003-04, with Percentage Change

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	Change	Rank
Louisiana	645,904	769,680	859,036	882,798	880,064	997,813	1,055,455	1,098,721	70.1%	2
Kentucky	707,323	768,008	888,700	925,506	1,001,625	1,063,668	1,094,599	1,115,174	57.7%	3
Texas	3,191,337	3,558,936	3,527,867	4,486,813	4,464,237	5,135,147	5,209,765	4,850,213	52.0%	3
Florida	2,017,348	2,285,868	2,501,857	2,639,021	2,833,242	2,725,210	2,916,595	2,808,694	39.2%	8
Arkansas	486,794	516,675	556,659	605,216	636,907	625,112	625,987	659,055	35.4%	12
Maryland	844,373	877,412	942,748	1,042,836	1,174,820	1,282,690	1,301,845	1,140,032	35.0%	13
North Carolina	1,852,013	2,007,092	2,149,972	2,270,323	2,398,489	2,442,690	2,449,659	2,446,604	32.1%	15
Delaware	148,471	155,128	164,115	175,621	185,840	186,398	192,889	191,289	28.8%	22
Georgia	1,302,566	1,383,858	1,483,818	1,553,588	1,600,329	1,707,734	1,734,481	1,671,850	28.4%	24
Mississippi	635,397	693,153	751,195	873,562	824,031	765,014	775,243	797,246	25.5%	29
Virginia	1,071,375	1,152,783	1,299,919	1,481,579	1,629,776	1,631,856	1,545,680	1,340,942	25.2%	30
Alabama	969,377	976,905	1,037,680	1,100,328	1,088,446	1,115,999	1,148,152	1,164,219	20.1%	34
Oklahoma	616,700	666,024	725,450	740,544	789,155	796,312	811,474	731,375	18.6%	36
Tennessee	**919,211**	**909,845**	**957,970**	**984,860**	**1,045,546**	**1,071,515**	**1,106,888**	**1,046,163**	**13.8%**	**43**
West Virginia	342,178	352,763	362,261	362,750	387,432	392,051	393,695	357,966	4.6%	47
South Carolina	710,065	744,495	777,801	812,709	880,120	856,200	830,305	664,994	-6.3%	50

Data in Thousands (000s) of dollars

Source: Grapevine Database, Center for the Study of Education Policy, Illinois State University

Revenue Adequacy: State Appropriations per FTE

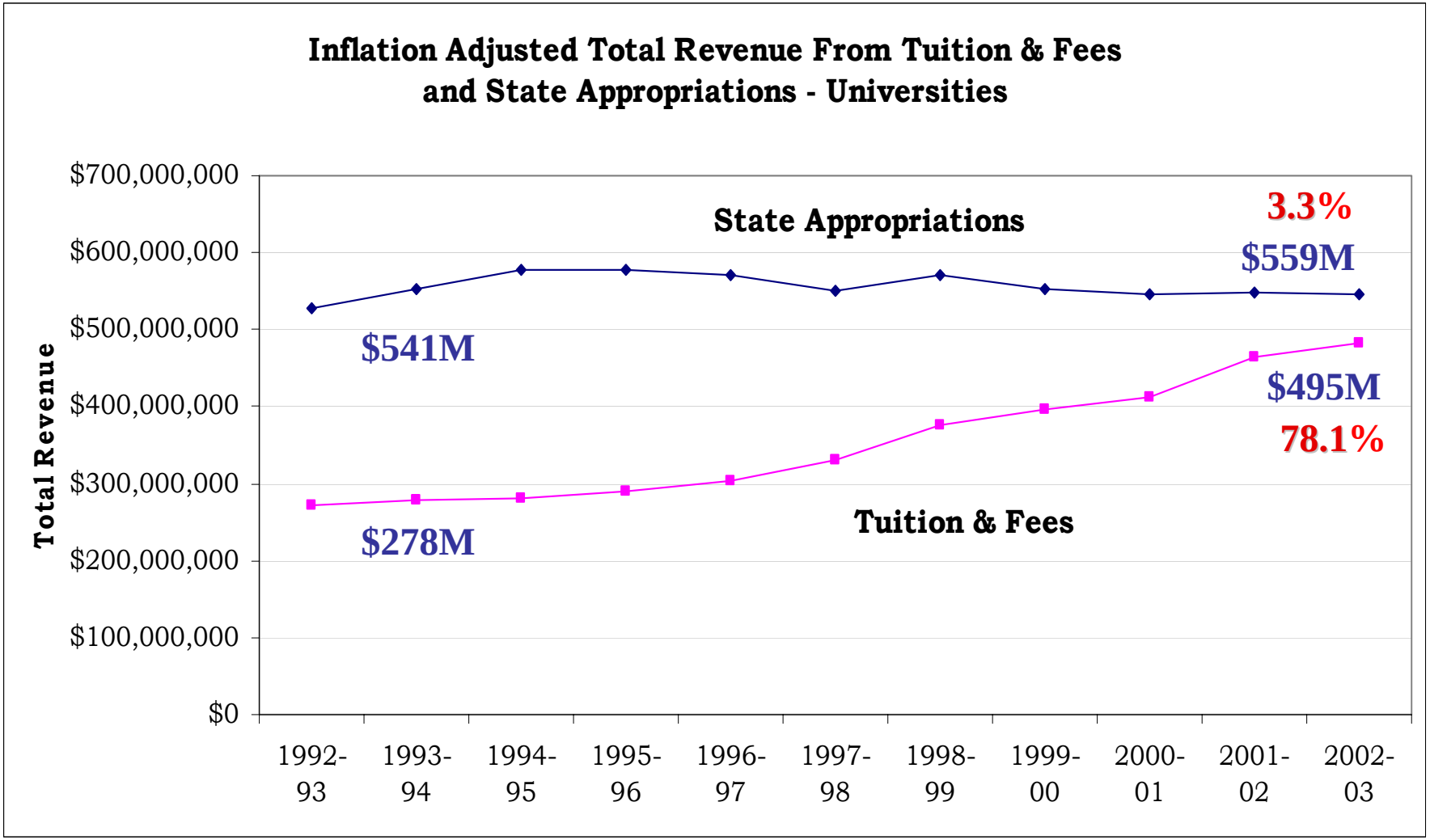
SREB states	1995-96	2001-02	Change	Change
Virginia	4,466	6,768	2,302	51.5%
Kentucky	5,062	6,533	1,471	29.1%
Oklahoma	4,593	5,822	1,229	26.8%
Georgia	6,345	7,489	1,144	18.0%
Louisiana	3,605	4,127	521	14.5%
Maryland	7,458	8,263	805	10.8%
North Carolina	7,372	8,100	728	9.9%
Texas	6,154	6,578	424	6.9%
South Carolina	5,494	5,756	263	4.8%
Arkansas	5,546	5,802	255	4.6%
Alabama	4,887	4,990	103	2.1%
West Virginia	4,357	4,234	-123	-2.8%
Florida	7,248	6,885	-363	-5.0%
Mississippi	5,670	5,379	-292	-5.1%
Tennessee	**6,220**	**5,616**	**-604**	**-9.7%**

Note: Delaware was not a member of the SREB in 1998-99.

State appropriations per FTE for four-year institutions.

Adjusted for inflation.

Revenue Adequacy
Revenue Sources - Universities



Affordability: Median Tuition & Fees

Undergraduate In-state						
State	1996-97	Rank	6 Year Change	Rank	2002-03	Rank
Alabama	2,160	6	63.5%	5	3,532	6
Arkansas	1,992	12	73.6%	1	3,458	7
Delaware	3,533	2	37.9%	12	4,873	2
Florida	1,884	14	43.1%	9	2,696	13
Georgia	2,004	11	28.5%	14	2,576	14
Kentucky	2,050	8	52.5%	6	3,126	10
Louisiana	2,017	9	24.7%	15	2,515	15
Maryland	3,480	3	42.9%	10	4,974	1
Mississippi	2,385	5	48.3%	8	3,536	5
North Carolina	1,664	16	68.0%	3	2,795	12
Oklahoma	1,688	15	39.0%	11	2,346	16
South Carolina	3,112	4	51.2%	7	4,704	3
Tennessee	2,014	10	71.5%	2	3,454	8
Texas	1,992	13	64.6%	4	3,278	9
Virginia	4,088	1	4.6%	16	4,277	4
West Virginia	2,116	7	33.1%	13	2,816	11

Cost of Attendance - A Regional Overview

State	Median Household Income	Tuition and Fees - 4 Year	Tuition and Fees - 2 year	Total Cost of Attendance - 4year
Alabama	$34,135	12.1%	5.0%	37.0%
Arkansas	$32,182	15.2%	3.2%	42.0%
Georgia	$42,433	9.6%	3.5%	28.9%
Florida	$38,819	7.1%	3.8%	34.5%
Kentucky	$33,672	13.5%	3.5%	38.3%
Maryland	$52,868	12.8%	2.2%	33.6%
Mississippi	$31,330	12.5%	3.4%	25.7%
North Carolina	$39,184	10.4%	2.3%	33.4%
Oklahoma	$33,340	11.2%	2.7%	30.3%
South Carolina	$37,082	15.6%	3.5%	39.7%
Tennessee	$36,360	12.2%	3.9%	40.0%
Texas	$39,927	13.8%	3.6%	39.9%
Virginia	$46,677	13.2%	2.5%	30.5%

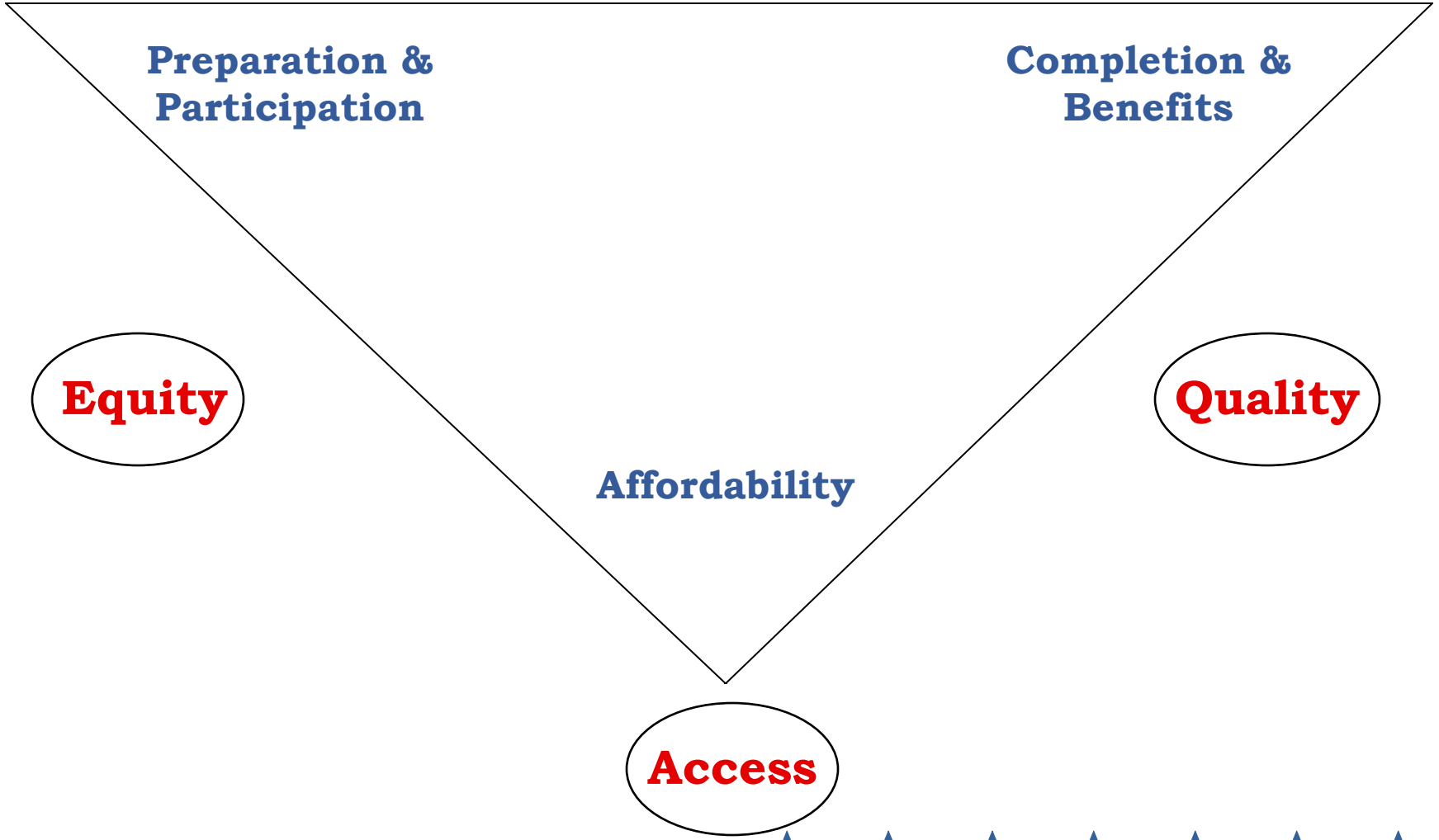
Funding for Student Aid in Tennessee

2001-02 Aid Dollars per Various Demographics	
	Amount
TN per Resident	$6.66
National per Resident	$18.24
TN per Resident (18-24 yrs old)	$69
National per Resident (18-24)	$189
TN per Undergraduate FTE	$203
National per Undergraduate FTE	$480

Source: NASSGAP

State support for financial aid programs in Tennessee significantly lags behind regional and national averages.

Changing Directions: A Systems Approach to Higher Education



Policy Challenges for Tennessee

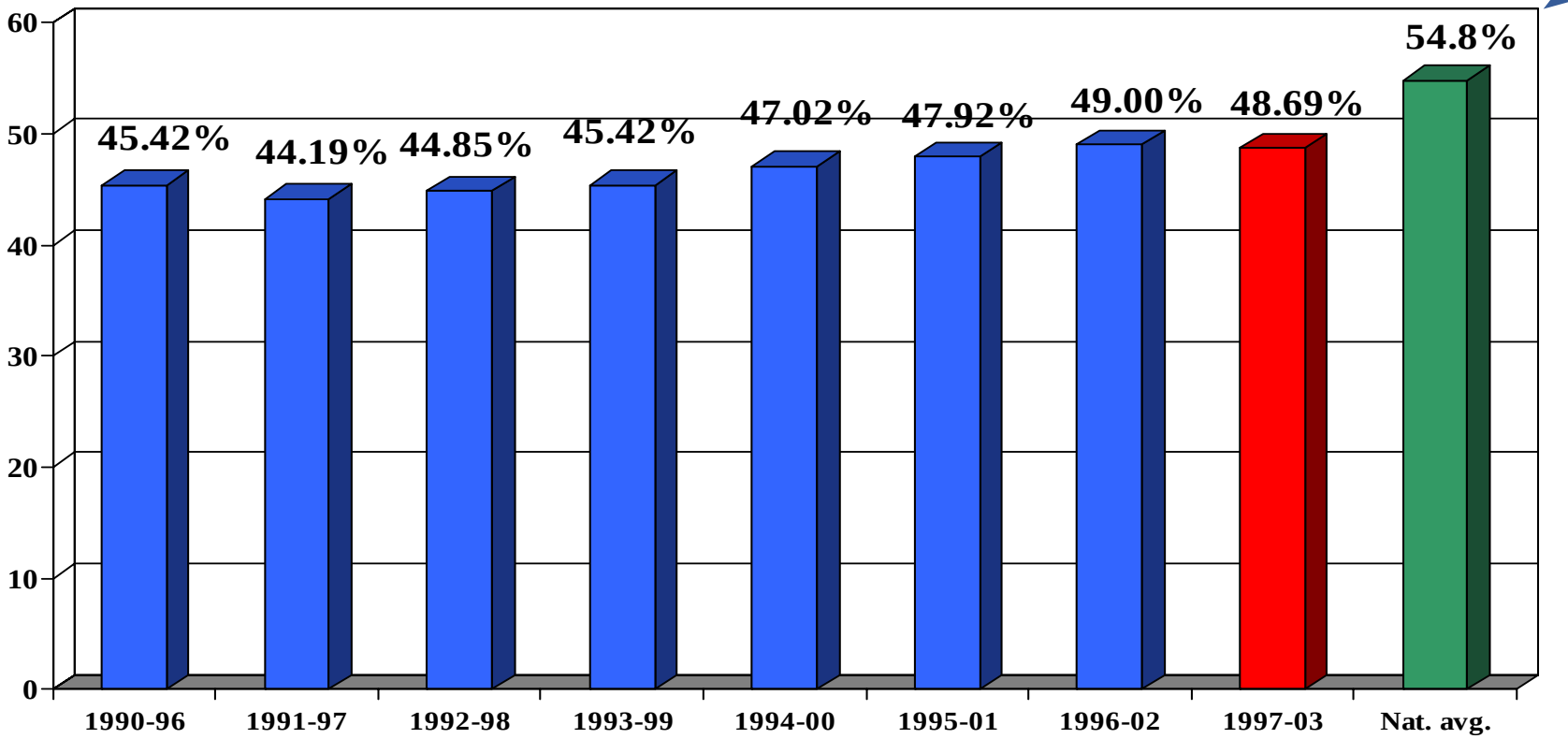
- While Tennessee has historically benefited from a favorable business climate, a diligent and inexpensive workforce, and strategic geography, significant weaknesses persist in the ability to meet the needs of the Knowledge Economy.
- The region has almost 400,000 fewer manufacturing jobs now than it did a decade ago. The South has made only incremental progress in improving its workforce.
- A large percentage of the existing workforce is not oriented towards the Knowledge Economy. The region is relatively undereducated and there are severe leakages in the P-16 educational pipeline.

Completion: Cracks in the Pipeline

State	For every 100 Ninth Graders	Graduate from High School	Enter College	Still Enrolled Sophomore Year	Graduate within 6 years
Massachusetts	100	75	52	41	28
Iowa	100	83	54	37	28
Virginia	100	74	39	30	20
Delaware	100	61	36	28	19
North Carolina	100	59	38	28	18
Maryland	100	73	40	30	18
West Virginia	100	75	39	27	15
Florida	100	55	32	23	14
South Carolina	100	51	34	23	14
Tennessee	100	55	34	23	14
Alabama	100	59	34	23	13
Kentucky	100	66	39	25	13
Mississippi	100	56	36	23	13
Arkansas	100	74	39	26	12
Louisiana	100	56	33	22	12
Oklahoma	100	73	36	23	12
Georgia	100	52	32	21	12
Texas	100	62	32	19	11
United States	100	67	38	26	18

National Center for Higher Education Management Services

Completion: Graduation Rates - Universities



Of the 15,901 students who entered TN universities as freshman in Fall 2003, how many will graduate by 2009? Assuming that factors remain constant, 7,742 students will receive their college degree. What would higher education look like if graduation rates improved to the national average of 54.8%? An increase of this magnitude would yield approximately 972 additional college graduates.

Educational Attainment - SREB States

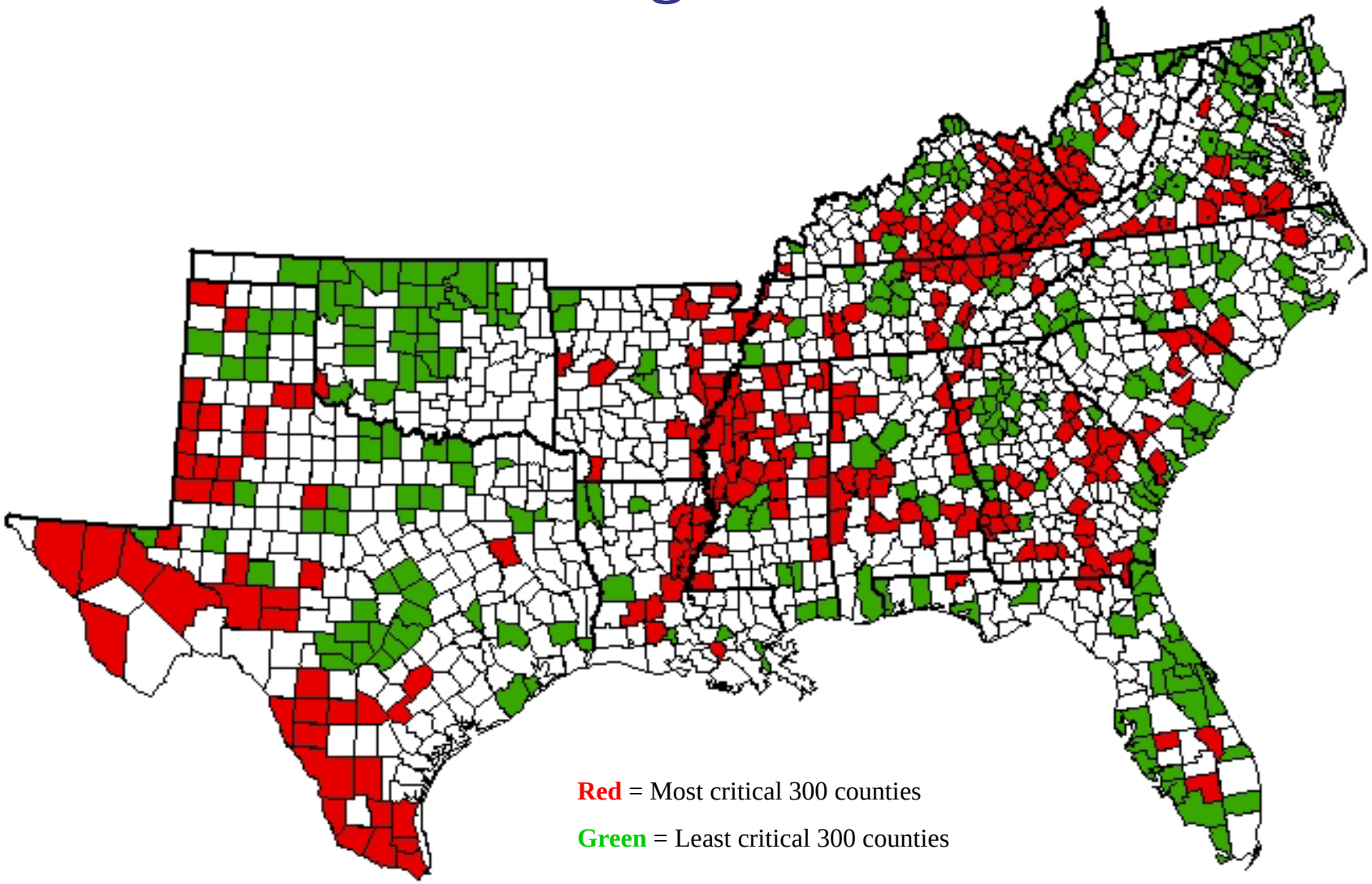
Percentage of Population 25 or Older with a Bachelor's Degree (2000 Full Census)					
	1990	1995	1999	2000	% Change
United States	20.3%	23.0%	25.2%	24.4%	4.1%
SREB States	18.6%	19.9%	21.7%	22.4%	3.8%
Alabama	15.7%	17.3%	21.8%	19.0%	3.3%
Arkansas	13.3%	14.2%	17.3%	16.7%	3.4%
Delaware	21.4%	22.9%	24.0%	25.0%	3.6%
Florida	18.3%	22.1%	21.6%	22.3%	4.0%
Georgia	19.6%	22.7%	21.5%	24.3%	4.7%
Kentucky	13.6%	19.3%	19.8%	17.1%	3.5%
Louisiana	16.1%	20.1%	20.7%	18.7%	2.6%
Maryland	26.5%	26.4%	34.7%	31.4%	4.9%
Mississippi	14.7%	17.6%	19.2%	16.9%	2.2%
North Carolina	17.4%	20.6%	23.9%	22.5%	5.1%
Oklahoma	17.8%	19.1%	23.7%	20.3%	2.5%
South Carolina	16.6%	18.2%	20.9%	20.4%	3.8%
Tennessee	16.0%	17.8%	17.7%	19.6%	3.6%
Texas	20.3%	22.0%	24.4%	23.2%	2.9%
Virginia	24.5%	26.0%	31.6%	29.5%	5.0%
West Virginia	12.3%	12.7%	17.9%	14.8%	2.5%

TN ranked 10th in the SREB in 2000, an increase of one position over 1990.

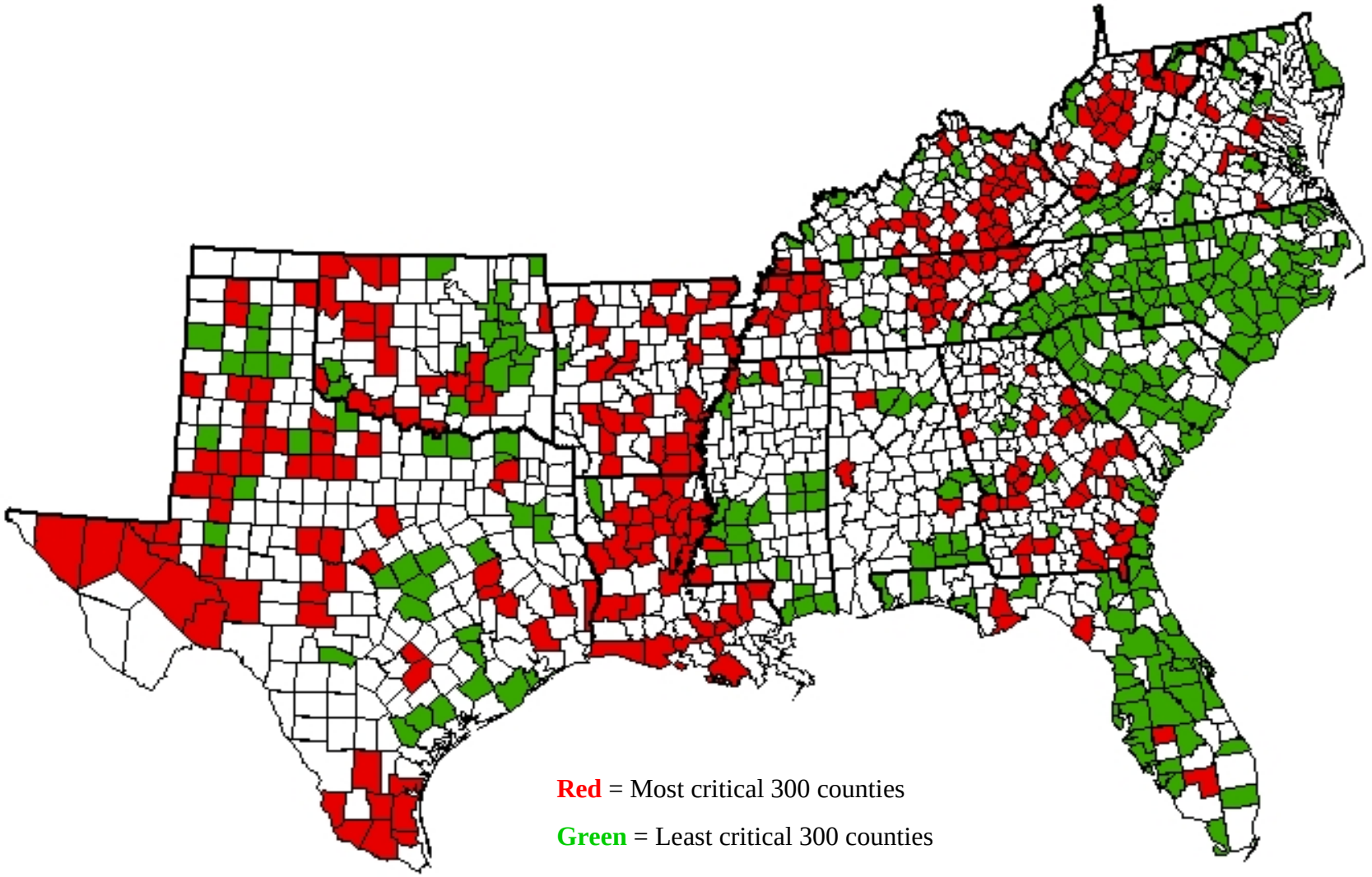
To reach the average attainment level of our border states, we need to create 181,530 additional college graduates

SREB Factbook 2002-03

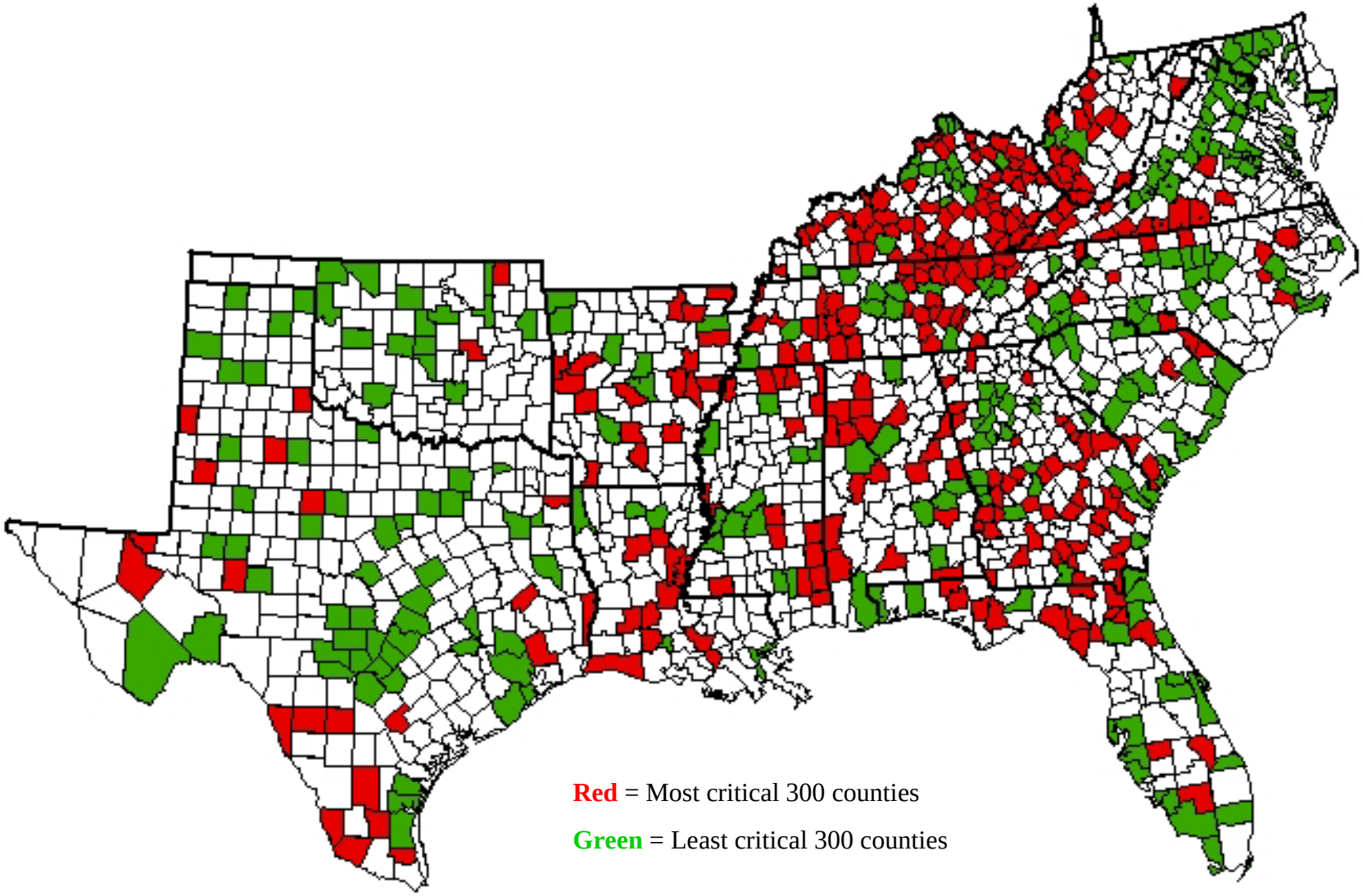
Percent of Adult Population with High School Degree, 2000



Percent of Adult Population with Associate Degree, 2000



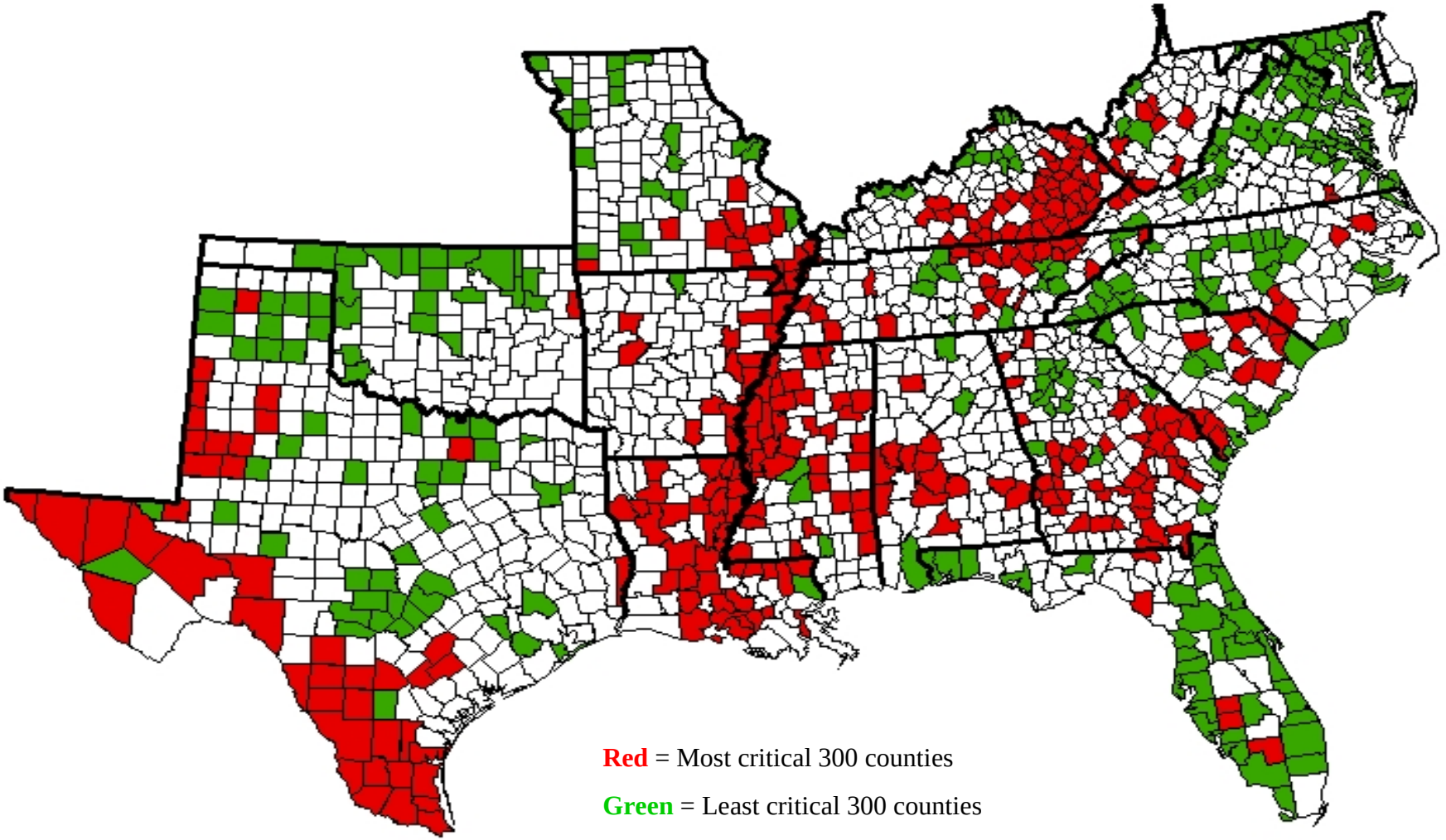
Percent of Adult Population with Bachelor's Degree, 2000



The Knowledge Economy and Higher Education

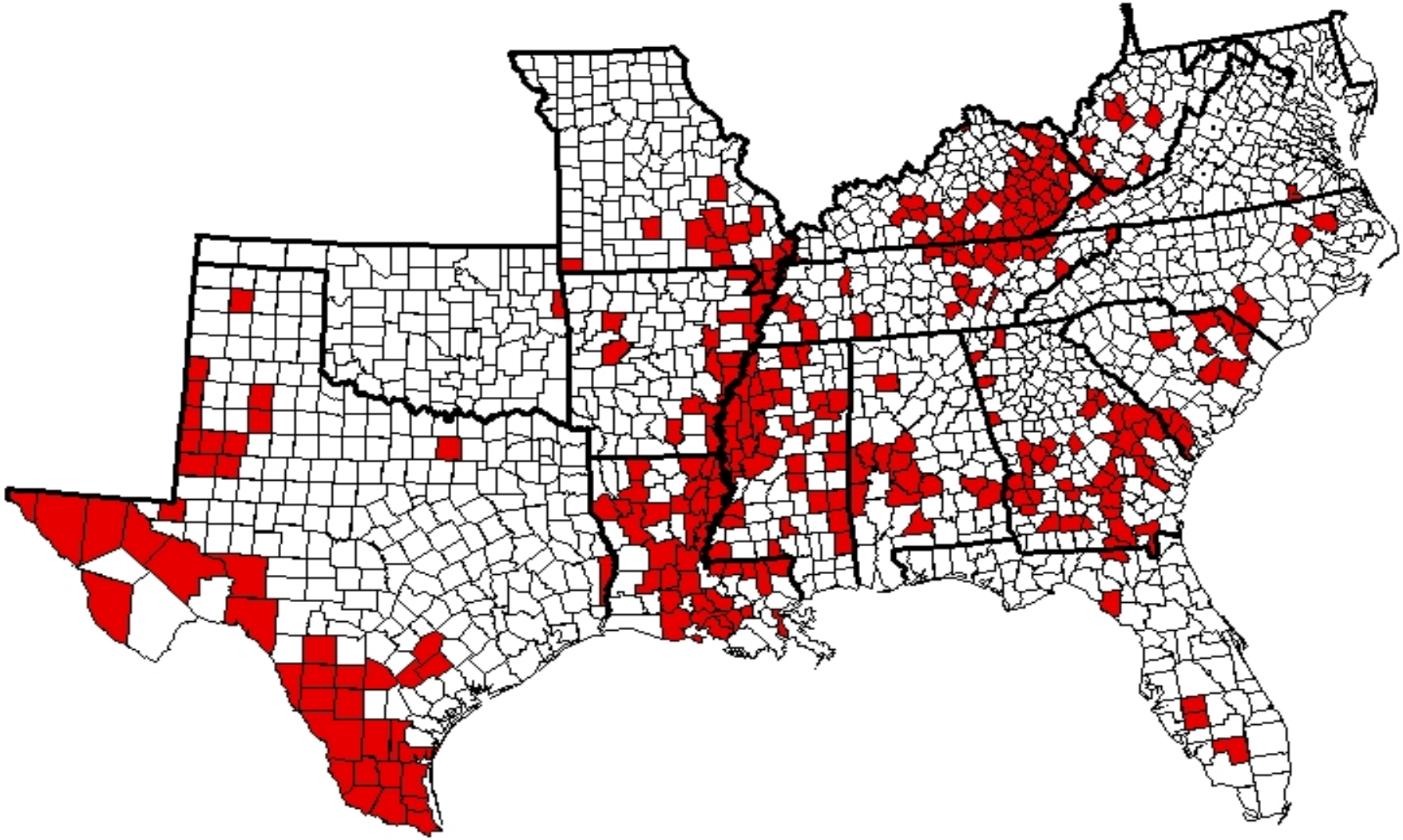
- In the Knowledge Economy, education, technology, and learning are the keys to sustainable economic growth.
- In order to remain competitive, states must work to develop policies that incorporate human, intellectual, and financial capital.
- Individuals and society derive economic and social benefits from human capital investments such as ….
  - Increased workforce flexibility
  - Improved economic productivity
  - General betterment of society

Assessing Regional Diversity by County:
The Educational Needs Index



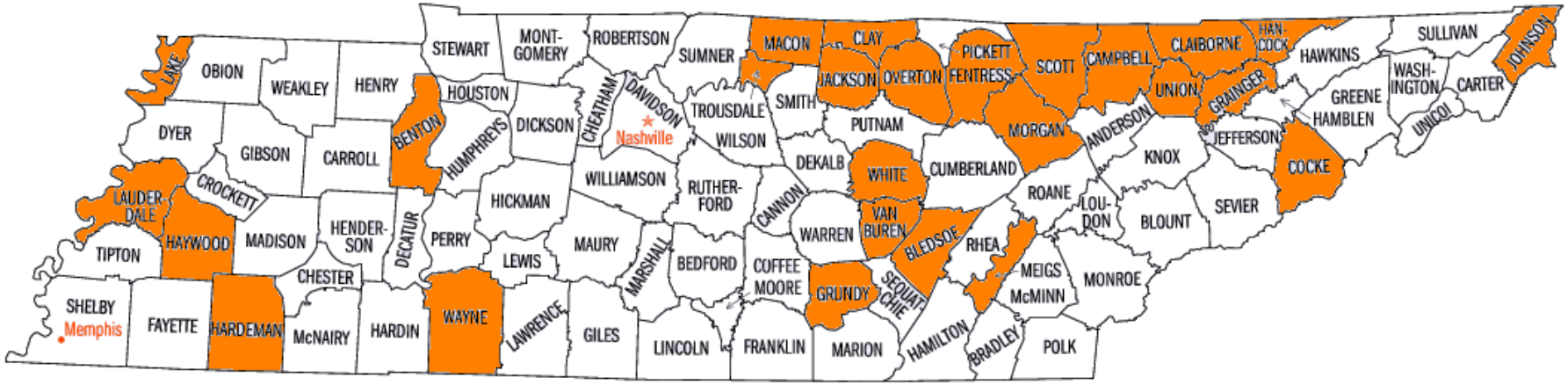
Overall Analysis for the Region

ENI – Most Critical 300 in South



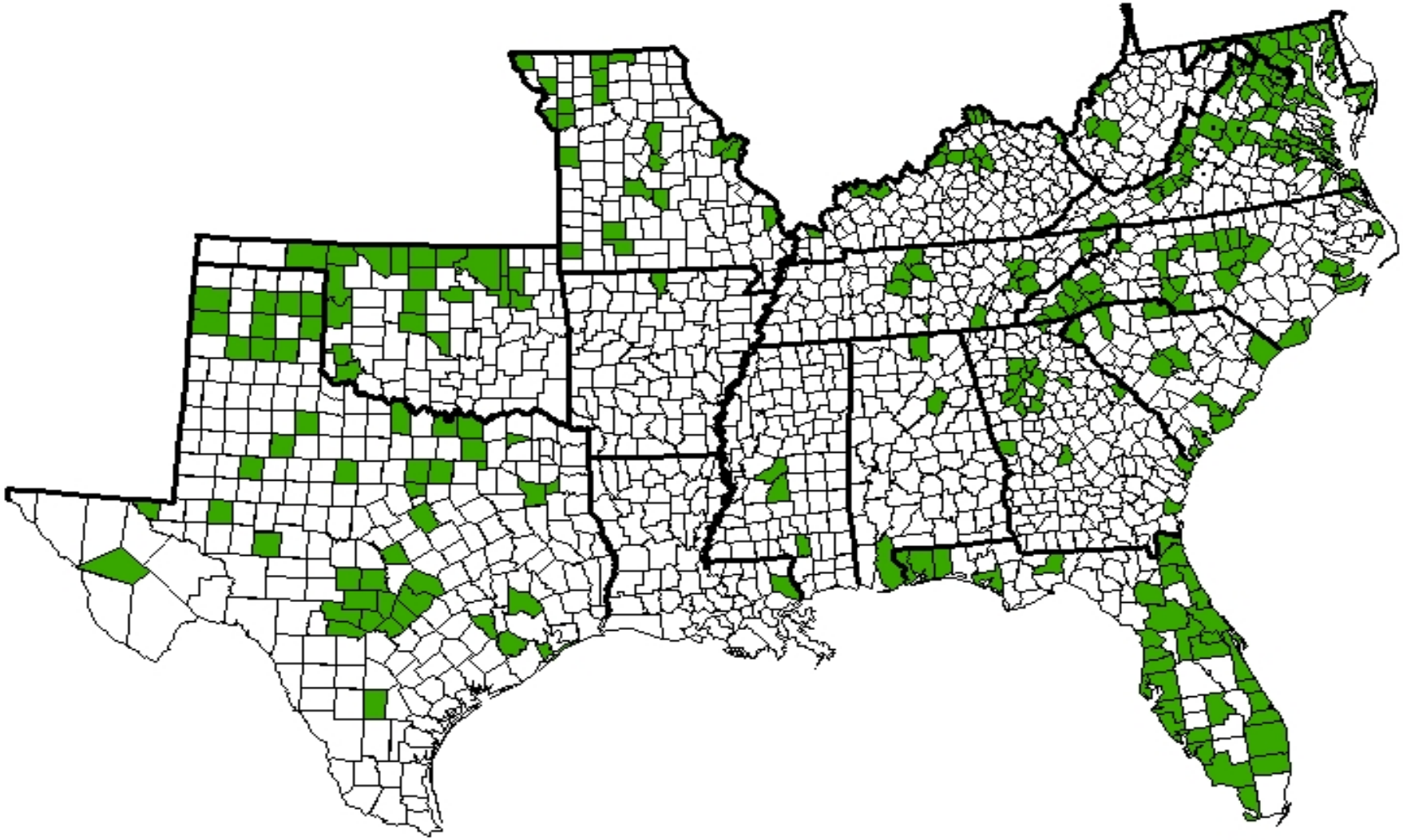
Tennessee

ENI – Most Critical 300 in South



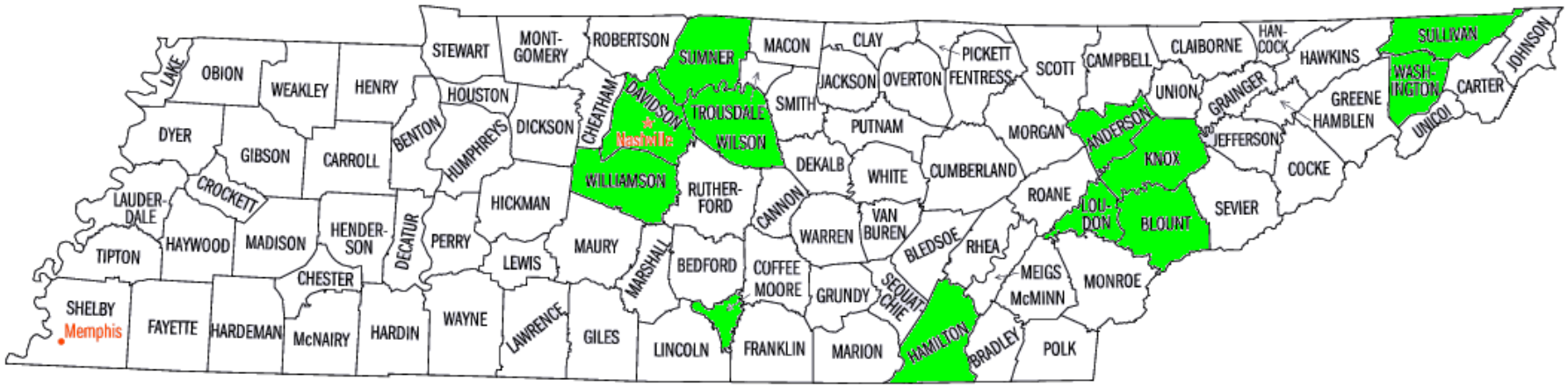
Overall Analysis for the Region

ENI – Least Critical 300 in South



Tennessee

ENI – Least Critical 300 in South



Educational Needs Index

Analysis of 1,538 Counties in the South - Most/Least Critical (Quintiles)					
	# of Counties in State	# in 300 Most Critical	% in 300 Most Critical	# in 300 Least Critical	% in 300 Least Critical
Alabama	67	13	19%	3	4%
Arkansas	75	14	19%	1	1%
Delaware	3	0	0%	0	0%
Florida	67	5	7%	34	**51%**
Georgia	159	44	**28%**	17	11%
Kentucky	120	44	**37%**	14	12%
Louisiana	64	35	**55%**	1	2%
Maryland	24	0	0%	18	**75%**
Missouri	115	13	11%	20	17%
Mississippi	82	35	**43%**	3	4%
North Carolina	100	4	4%	30	**30%**
Oklahoma	77	1	1%	20	**26%**
South Carolina	46	11	**24%**	9	20%
Tennessee	95	26	**27%**	12	13%
Texas	254	44	17%	47	19%
Virginia	135	3	2%	64	**47%**
West Virginia	55	8	15%	7	13%

The Progressive Policy Institute - New Economies Index

STATES BY RANK					
Rank 2002	**Score 2002**	**State**	**Rank 1999**	**Score 1999**	**Rank Change**
1	90	Massachusetts	**1**	82.3	0
2	86.2	Washington	**4**	69	2
3	85.5	California	**2**	74.3	-1
4	84.3	Colorado	**3**	72.3	-1
5	75.6	Maryland	**11**	59.2	6
8	72.1	Virginia	**12**	58.8	4
9	70.5	Delaware	**9**	59.9	0
14	67.6	Texas	**17**	52.3	3
18	62.7	Florida	**20**	50.8	2
22	60.1	Georgia	**25**	46.6	3
26	57.5	NC	**30**	45.2	4
34	54.1	Oklahoma	**40**	38.6	6
39	52.2	Tennessee	**31**	45.1	-8
41	51.1	SC	**38**	39.7	-3
42	48.6	Kentucky	**39**	39.4	-3
45	45.9	Louisiana	**47**	28.2	2
47	45.3	Alabama	**44**	32.3	-3
48	41.7	Arkansas	**49**	26.2	1
49	40.9	Mississippi	**50**	22.6	1
50	40.7	West Virginia	**48**	26.8	-2

- TN rank declines by 8 in three years
- Historically, the economies of states such as TN depend on natural resources, or on mass production manufacturing, and rely on low production costs rather than innovative capacity, to gain a competitive advantage.
- Innovative capacity (derived through universities, R&D investments, scientists and engineers, and entrepreneurial drive) is increasingly what drives competitive success in the New Economy.

Shifting Industrial Growth Trends (2002-2012)

- Positive job growth (*BLS, 2004*)
  - Education and Health Services
  - Professional & Business Services
  - Information Technology
  - Leisure & Hospitality
  - Transportation & Warehousing
  - Construction (this is the only "Goods-Producing" industry sector to project growth)
- Negative job growth (*BLS, 2004*)
  - Manufacturing – Textile Mills; Apparel Manufacturing; Computer & Electronic Product Manufacturing

Source: Bureau of Labor Statistics, U.S. Department of Labor, Projections on Future Job Growth by Industry and Occupation, 2002-2012, Released February 2004.

Education and Training Needs (2002-2012)

- 9 of the 10 fastest growing occupations are in the Health or Information Technology Fields
- Associates degree or baccalaureate degree are necessary for 6 of the 10
- Of the 4 remaining, all require a very solid educational background and/or “learning” skill sets

Tennessee must examine the relationship between these forecasts and the education and training opportunities that are available to their citizens and ensure that academic programming meets state needs.

Source: Bureau of Labor Statistics, U.S. Department of Labor, Projections on Future Job Growth by Industry and Occupation, 2002-2012, Released February 2004.

Changing Directions: Balancing Access, Equity & Quality

Changing Directions: Policy Principles

- Maintain high quality system of higher education.
- Total support per student should be at least the average of peer institutions.
- Maximize efficiency and promote cost containment
- Maximize access and equity given fixed state resources for higher education.
- Ensure affordability by increasing funds to TSAC need-based grant program.
- Integrating Financial Aid, Tuition Policy and State Funding for Higher Education.

Equity **Access** **Quality**

External Factors that Impact the Planning Process

- Legislative, executive, and judicial policy preferences and the concern for greater accountability
- Centralized v. de-centralized policy priorities
- The increased demand for education will place great stress on higher education in the 2000's
- Educational attainment levels in Tennessee trail regional averages and impede economic flexibility
- Tennessee's budgetary problems have resulted in a shifting financial structure for higher education
- Increased public concerns related to the cost of higher education
- Increased pressure from various clientele groups

Internal Factors that Impact the Planning Process

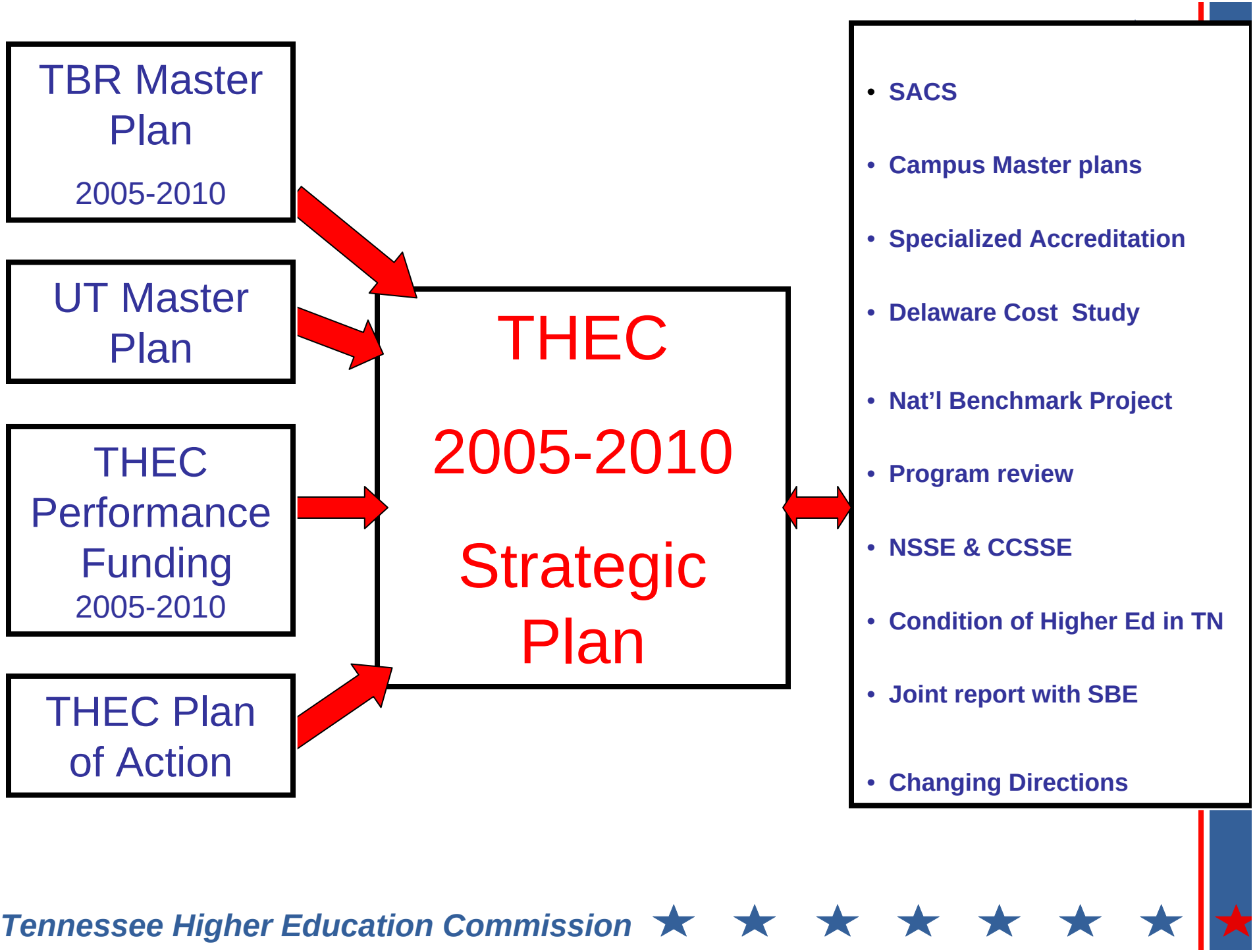
- Mission blur and bracket creep
- Enrollment pressures and the lottery scholarship program
- Increased fixed costs will further erode all operating budgets, especially those of the non-formula units
- Increased student debt burdens
- Graduate production and retention rates
- Funding may not be available for new capital projects or major renovations
- Changing business needs/job markets create a fluid environment for academic programming

Master Planning Activities

- THEC will convene a Master Plan Taskforce that will oversee development of the state's higher education Master Plan for 2005-2010.
- The group will be comprised of representatives from THEC, the University of Tennessee, the Tennessee Board of Regents, the Executive branch, Legislative leaders, and business leaders.
- Concurrent with the Master Plan taskforce, two other committees will convene to review and revise two major finance policy levers utilized historically by Tennessee, performance funding and the funding formula.
- The Performance Funding Taskforce and the Formula Review Taskforce will seek to reflect and enunciate the fiscal principles that are to be developed within the Master Plan that aim to integrate financial aid and finance policy.
- These committees will be staffed by both institutional and Commission staff.

Master Planning Timeline

- Frame Master Plan, Performance Funding, and Funding Formula taskforces (February-March 2004)
- First round of committee meetings (March-May 2004)
- Second round of committee meetings (May-July 2004)
- *Changing Directions* national policy forum (June 7-9 2004)
- *Changing Directions* state policy forum (June 28-29 2004)
- Regional town-hall meetings (July – August 2004)
- Third round of committee meetings (November 2004)
- Draft of 2005-10 Master Plan provided for external review and comment (November 2004)
- THEC approval of the 2005-10 Master Plan for Higher Education, the 2005-10 Performance Funding standards, and a new funding formula for Tennessee higher education (April 2005)


TBR Master Plan
2005-2010
UT Master Plan
THEC Performance Funding
2005-2010
THEC Plan of Action
THEC
2005-2010
Strategic Plan
• SACS
• Campus Master plans
• Specialized Accreditation
• Delaware Cost Study
• Nat'l Benchmark Project
• Program review
• NSSE & CCSSE
• Condition of Higher Ed in TN
• Joint report with SBE
• Changing Directions

Issues for Consideration

- What are the central public purposes of Tennessee higher education? Are these purposes clearly articulated?
- How well does the state's fiscal appropriations practices align with the goals of the public agenda?
- How well does the state perform on P-16 related policy issues? How can the broad based goals of P-16 educational reform be supported through the public agenda?
- How can the state maximize institutional resources to ensure affordable access to post-secondary education?

Issues for Consideration

- To what extent does the state's tuition and financial aid policies contribute to the goals of the public agenda?
- Does higher education have adequate physical and instructional capacity to accommodate projected enrollment increases associated with the Tennessee HOPE Scholarship Program?
- To what extent should institutional missions be augmented to support the goals of the public agenda?
- How can the state enhance institutional collaboration with K-12 schools, business and industry?


TENNESSEE
HIGHER EDUCATION COMMISSION